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ABSTRACT

Initial efforts to internationalize the curricula in two-year colleges in the Pacific Northwest were met with a number of barriers, including an unwillingness by four-year institutions to recognize the two-year college programs and implement revisions of their own programs, funding problems, and state-level skepticism of the need for international education. These problems have been dealt with to a large extent through the Northwest International Education Association, a consortium of 40 colleges and universities, which has obtained grants to implement curricular revisions in international studies, to coordinate the efforts of two- and four-year colleges, and to set up direct links with the business community. The consortium has also sponsored training programs, summer institutes, and research abroad programs for two- and four-year faculty. International education in Oregon has been further supported by the recommendations of the Governor's Commission on Foreign Languages and International Studies. Based on the experiences of educators in the Pacific Northwest, a series of steps can be identified as necessary to assure the articulation between two- and four-year colleges in the area of international education, including: (1) recognizing the importance of incorporating international education in all disciplines; (2) gaining support of college administrators and trustees; (3) applying for grants; (4) involving faculty in articulation discussions; and (5) assuring substantive faculty training programs. (HB)

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INTERNATIONALIZING CURRICULA:

ARTICULATION BETWEEN 2 & 4 YEAR COLLEGES & UNIVERSITIES

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The undergraduate curriculum in many colleges and universities throughout the Pacific Northwest did not, prior to the late 1970's, include a legitimate and serious effort in international studies throughout campus disciplines. Certainly, there were upper division programs in the traditional international affairs departments, but in such areas as business, education and liberal arts programs few colleges and universities required either language courses or any of the traditional offerings in international affairs. Thus, without belabouring the issue, we, like many of the educational institutions throughout the nation, continued to educate students to be culturally and internationally "deaf, blind and dumb." This is not to say that many of us did not have isolated and unique programs that were leading to substantial international experiences for the students who wished to spend several semesters abroad. Many of these study abroad experiences were directly tied to the graduation requirements in some institutions. However, what about the student who could not afford this experience? It was precisely this question and the knowledge that we are progressively living in an increasingly shrinking world that led many of us to undertake the awesome task of revising curriculum offerings to include international education through cross-campus disciplines and to develop degree programs in international education. Most of us were funded by Title VI, Undergraduate Programs. What we all needed, however, was the articulation between us so that we could assure that students majoring in these programs could easily transfer credits from one institution to another. We also needed some organization or mechanism throughout the Northwest that would make this possible. My own experience is a case in point. In 1979 the institution where I was working, a community college, was funded by Title VI to implement two year degree programs in international business, and to internationalize the two year liberal arts transfer program. At that time, there was not one four year college in the Portland metropolitan area, where most of our students transferred, which had internationalized these programs.

Since we needed to guarantee that our programs would involve a serious endeavor in achieving transferability, it was essential that we sought to develop a mechanism whereby our revisions and new programs would not only be accepted by the four year schools, but that these institutions would undertake similar efforts and institute international education requirements throughout campus disciplines. This I found to be one of the most taxing assignments of my position for several reasons:

1. Traditionally, the four year institutions dictate the requirements for the two year transfer programs. In this case, we were asking the four year institutions to alter their offerings in order to accommodate our students.

2. Degree programs in international business and internationalized liberal arts programs were a new phenomenon, and it was difficult to convince deans and department chairs that they should undertake such an effort.

3. Time and again we were told that budgets throughout the educational sectors were being cut; thus, new programs could not be instituted and what we were funded to do could not be done in institutions which did not have similar funds.

4. The Oregon State Department of Education was totally unconvinced that this was a necessary component to education, and we had to justify every course. This is not to mention their skepticism of the international degree programs.

What we needed to seek were the avenues that would eventually change the thinking of our institutions and our departments of education. Several factors began to work in our favor, such as the economic crunch for business and industry; the national cry that we needed to educate students to compete effectively in the world; President Carter's Report on Foreign Languages and International Studies; and the enthusiasm and commitment of many of us who were willing to implement international studies. We capitalized on each of these factors and one of the first steps which we undertook was to create a consortium of schools which were willing to coordinate and legitimize international education. This involved twenty schools which focused their attention on curriculum development and its implications. We were so successful that the Northwest International Education Association(then known as the

Pacific Northwest International/Intercultural Education Consortium) is presently incorporated and involves 40 colleges and universities. Via this joint effort those who were funded by Title VI grants began to coordinate our programs. Institutions such as Pacific Lutheran University in Tacoma, Washington, began discussion on articulation with various community colleges in the state of Washington. The Spokane Community College District did the same with Eastern Washington State College, Gonzaga University and Whitworth College. Bellevue Community College developed a two year international business degree in coordination with the University of Washington. Mt. Hood Community College (Portland, Oregon) and the University of Oregon cooperated on transferability of international education programs.

The Association also applied for various curriculum grants which were funded. The purpose of these grants was to train faculty to effectively implement curricular revisions in international studies; to link the efforts of the two and four year colleges; and to set up direct links with the business community. Thus, we developed an Association which was unique in its vision to include an equal number of four year and two year institutions, some of which were leaders in international studies and were willing and eager to develop this process.

The business community also came to our aid in that in the Pacific Northwest there is a large percentage of business which is dependent on international trade, especially with Pacific Rim countries. They did say to our Presidents and our Board of Trustees that international courses in combination with the existing business curriculum would be an extremely valuable component to the education of students. This led to the impetus of many of our colleges and universities, if not directly to place funds from their institutions to this end, to seek grants which could begin this endeavor. Since via the Consortium we had developed the expertise in procurring funds, we assisted our member institutions. We knew that with this joint effort we would eventually create sophisticated programs which were of similar nature and thus

easily transferred from institution to institution.

The Consortium efforts did not stop with curricular programs. We also developed training programs, summer institutes and research abroad programs for the two and four year faculty. Again, realizing that if we brought faculty together throughout our various institutions, this would facilitate articulation and transferability requirements.

Also, since the President's Report on Foreign Languages and International Studies called for state action, the State of Oregon seriously undertook this mandate and developed the Governor's Commission of Foreign Languages and International Studies. During a one year period the needs of the State of Oregon were carefully researched and the recommendations to the Governor were:

1. That the state was lacking in programs that educated students to live in an interdependent world; thus, immediate action was recommended;

2. That degree programs in international studies for two and four year colleges and universities should be implemented;

3. That articulation and transferability requirements should take place via a coordinated effort;

4. And that an international social science requirement for high school students should be mandated for all graduating high school students beginning in 1984.

This report brought the issue of international education to the attention of the State Department of Education. To date some of these recommendations have been implemented and some are receiving further attention so that more institutions of higher education are becoming involved in developing programs. Thus, the issue of transferability can no longer be avoided.

Those of us who have led these movements are vigilant that the programs which we are continuing to refine, are always coordinated on the various levels of education.

In brief, without at this point discussing many of the other

projects which we developed jointly throughout the Northwest, it can be concluded that we have made great strides in internationalizing curricular offerings among cross-campus disciplines, and to assure that we educate students from the secondary levels to our graduate schools to view the necessity of understanding the world as an interdependent whole.

Were I to outline the necessary steps to assure articulation between the two and four year colleges and universities in the area of international education, I would outline them as follows:

1. To recognize the importance of and the necessity for including international studies throughout campus disciplines at all levels of higher education. Traditionally, institutions of higher education relegated international studies to the education of the elite. However, if we are going to educate citizens who will be voting on progressively complicated international issues, we need to begin as early as possible. Also, in highly technical professions such as nursing, be it either at a community college level or four year university or medical school, curricular offerings should include such courses as trans-cultural aspects of health care. We did just that in one institution in the state of Oregon and within three years it was included as part of the requirements for nursing students.

2. To work with the executive officers, boards of trustees and communities in order to have them understand the importance of international education and that all curricular offerings should be carefully coordinated with institutions throughout the state. Needless to say, presidents and boards of trustees of colleges and universities are often hesitant to place funds in programs which are new and may lack the support of their communities or other departments within the institution. It is then our task to have seminars for presidents, and possibly board members, to involve them in international consortial programs so that they can understand the importance of international studies on their campuses. Once these programs are in place, some institutions may feel that it is their domain and may not wish to share their experiences. I actually have found this to be the case with very few institutions, for most serious administrators realize that programs, course offerings and curricular revisions, either by mandate or for expediency, need to be coordinated between the two and four year schools.

3. To apply for Consortium grants which involve carefully orchestrated international education programs and degree

offerings on the two and four year levels. For example, were a consortium to apply for Title VI funds, international degree programs in education, business and/or the liberal arts could be proposed and coordinated among an equal number of two and four year institutions on a regional basis.

4. To involve faculty teaching international studies in discussions of articulation. This would assure an ongoing dialogue between institutions in transferability of programs. Faculty could be involved via consortial efforts or regional meetings to discuss course revisions and/or new programs which they are implementing. The essential effort here is that faculty at various campuses are involved in the decision making process.

5. To assure substantive training programs for faculty, either through summer institutes or travel abroad. Again, these programs should involve faculty teaching at two and four year institutions. The Fulbright-Hays Group Projects Abroad grants funded by Title VI International Programs, is a good case in point. Were these grants to take place as consortial efforts, they would include two and four year college faculty. This could assure that area studies are developed, implemented and taught by faculty who traveled or worked together in research projects abroad. Similarly, Fulbright programs should be awarded equally to faculty in two and four year colleges and universities. This would create interest, expertise and scholarship in international studies at all levels of higher education.

6. To propose model degree programs to state departments of education and to recommend degree revisions and requirements. Whereever possible, staff from the state departments of education need to be involved in discussions of articulation and transferability. Programmatic changes on the state level, especially for the two year institutions, are often a lengthy and difficult process. Were they to be involved in the building and implementation process of the programs, they could assist in expediting the process of articulation between institutions.

7. To provide a regional and/or a statewide mechanism whereby directors of international programs and deans meet at least once or twice a year to discuss coordination and tranferability of course offerings. Traditional approaches to involving the private and public sectors to participate in curricular recommendations have been accomplished by advisory committees. These committees might be asked to involve their institutions in hiring students on an internship basis or during the summers or even in international work experience in organizations or companies which they have abroad. Round table discussions for the public sector have also been extremely successful as vehicles to involve the business community. These efforts give a

sense of ownership to the private or governmental sectors in terms of what is occuring in education. This is not to say that they will immediately jump on the bandwagon of international studies. What it does mean, however, is that they are involved in the lengthy process of education for an interdependent world.

Instituting new programs and revising curriculum is a delicate political issue. It is difficult, at best, to do so at one campus; however, when combined with coordination on a regional or state level, it could be a taxing and awesome undertaking. Nevertheless, our responsibility as educational institutions must guarantee the students' need to complete degrees and courses which they begin. Thus, since we are seeing an increasing importance in international studies, we cannot, at any point, miss on the components which will guarantee the success of our efforts either nationally or regionally. Education at all levels must begin to train students for a world which can be better understood. Education departments in our colleges and universities must train teachers to teach international studies. Business departments must include international stuides business courses. The humanities departments must offer third world studies and language courses not previously taught and our social science departments should include such courses as conflict resolution, approaches to world cooperation and peace and world order studies. Degree programs in international education should be instituted in our various departments. It is then the job of the deans and international studies directors of our colleges and universities to assure articulation and coordination between the two and four year institutions. Thus, the challenge to institutions of higher education to educate students for the twenty first century will become a reality.

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